

**THE EFFECT OF USING PROR STRATEGY TOWARD READING  
COMPREHENSION IN DESCRIPTIVE TEXT OF THE  
SECOND YEAR STUDENTS AT SMPN 3 BENAI  
KUANTAN SINGINGI REGENCY**

Thesis

Submitted to Fulfill One of Requirements  
for Undergraduate Degree in English Education  
(S.Pd.)



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PEKANBARU  
1434 H/2013 M**

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## ABSTRACT

**Erpina Yanti (2013): The Effect of Using PROR Strategy toward Reading Comprehension in Descriptive of the Second Year Students at SMPN 3 Benai Kuantan Singingi Regency.**

Based on the writer's preliminary study, it was found that most of the students' reading comprehension was still low. This problem was caused some factors. For example, some of students could not identify general information, and detailed information of the text, so the writer was interested in carrying out the research about this problem. The writer want to find out the effect of using of PROR strategy toward students reading comprehension in descriptive text.

The research was administered at SMPN 3 Benai Kuantan Singingi Regency The subject of the research was the second year students of SMPN 3 Benai, and the object of this research was the effect of using PROR Strategy. The design of this research was *Quasi-experimental* design.

The population of this research was all of the second year students. The total number of population was 64 students. Because the number of population was small, the writer took all population as the sample; VIIIA that consisted of 32 students as experimental class, and VIIIB that consisted of 32 students as control class. So the number of samples from two classes was 64 students. To analyze the data, the researcher adopted paired sample t-test formula by using manual.

After analyzing the data, the researcher found the result t-test above, the t-test sign is ( $2.00 < 7.2 > 2.65$ ). It means that there was a significant effect of using PROR Strategy toward reading comprehension in descriptive text at the second year students of SMPN 3 Benai Kuantan Singingi Regency.

## ABSTRAK

**Erpina Yanti (2013): Pengaruh dari Penggunaan Strategi PROR terhadap Pemahaman Bacaan dalam Teks Deskriptif Siswa Tahun Kedua di SMPN 3 Benai Kabupaten Kuantan Singingi.**

Berdasarkan studi pendahuluan penulis, ditemukan bahwa sebagian besar hasil reading pada siswa masih rendah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa tidak bisa mengidentifikasi informasi yang umum dari teks, dan informasi yang khusus dari teks. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut. Penulis ingin melihat pengaruh dari penggunaan strategi PROR terhadap pemahaman bacaan siswa dalam teks deskriptif.

Penelitian ini diadakan di SMPN 3 Benai Kabupaten Kuantan Singingi. Subjek dari penelitian ini adalah siswa tahun kedua SMPN 3 Benai Kabupaten Kuantan Singingi, dan objek dari penelitian ini adalah pengaruh dari penggunaan strategi PROR dalam pemahaman teks deskriptif. Adapun jenis penelitiannya adalah *Quasi-experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari jumlah populasi adalah 64 siswa. Dikarenakan jumlah populasinya sedikit, peneliti mengambil semua populasi menjadi sampel; yaitu kelas VIIIA yang terdiri dari 32 siswa sebagai kelas eksperimen, dan kelas VIIIB yang juga terdiri dari 32 siswa sebagai kelas kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 64 siswa. Untuk data analisisnya, peneliti menggunakan paired sample t test melalui manual.

Setelah data dianalisis, peneliti menemukan hasil penghitungan t-test diatas yaitu ( $2.00 < 7.2 > 2.65$ ). Artinya terdapat efek yang signifikan dari penggunaan strategi PROR terhadap pemahaman membaca teks deskriptif pada murid kelas 2 SMPN 3 Benai Kabupaten Kuantan Singingi.



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The title of this thesis is the effect of using PROR strategy toward reading comprehension in descriptive text of the second year students of SMPN 3 Benai, Kuantan Singingi Regency.

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Aamiin...

The Writer



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## CHAPTER I

### INTRODUCTION

#### A. The Background

English has four language skills consist of listening, speaking, reading and writing that can not be seperated each other.<sup>1</sup> It means that all of the skill in English correlation each other. Reading is one of the language skills that should be mastered by the students. Moreover, reading is a fundamental goal that children must master in order to be successful in school and in life.

According to Brown, the aim of teaching reading is to enable the students comprehend and react to what is written.<sup>2</sup> It means that the function of reading is to get the meaning of the text. Based on School-Based Curriculum (KTSP) for the second year students of Junior High School, in teaching reading, the students are required to be able to comprehend three kinds of genres, such as: descriptive, recount and narrative. The purpose of teaching reading in that level is the students must be able to read, to respond and comprehend the texts.<sup>3</sup> It means that the students must be able to comprehend text given. Based on this curriculum (School-Based Curriculum) there are several indicators in reading for Junior High School that have to reach by students. They are:

1. Students are expected to be able to understand about textual from meaning of descriptive, recount, and narrative text.

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<sup>1</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regent Englewood Cliff, 1994, p. 217

<sup>2</sup> H. Douglas Brown, *Op.Cit.*, p. 18

<sup>3</sup> Syllabus for Second Year 2010-2011

2. Students are able to understand about rethorical steps from descriptive, recount, and narrative text.
3. Students are expected to be able to know about communicative purpose of descriptive , recount, and narrative text.
4. Students are expected to be able to understand about language features of descriptive , recount, and narrative text.

Junior high school students have studied reading since the first year of the school. Moreover, reading is also the main reason of why students learn the language. Therefore, the main goal of teaching reading especially for junior high school students is to enable them to read books, articles, or any other text written in English. Furthermore, the goal of reading is also to find the meaning of what they have read and answer the questions based on the reading text. The ability to comprehend something from reading materials for students who learn foreign language need to be improved in order to enable them to get used to reading process and give them enough time to develop their ability.

SMPN 3 Benai is one of junior high school in Benai district. It is located in Desa Teratak Air Hitam, Benai District, Kuantan Singingi Regency. SMPN 3 Benai is one of schools that also imply School-Based Curriculum (KTSP). In SMPN 3 Benai, English is taught twice a week with time duration 45 minutes. Based on the syllabus for the first year students SMPN 3 Benai, students should be able to read, to respond and comprehend the descriptive text. Descriptive text

tell what the subject looks, sounds, feels, tastes, and/or smells like.<sup>4</sup> It means that descriptive show off the characteristics of something described. In comprehending descriptive text, students should be able to respond the meaning, communicative function, language characteristics, and information on the text.

Based on the writer's observation and interview with the English teacher of SMPN 3 Benai, the writer assumes that many students have difficulties in reading and comprehending the reading text, especially in descriptive text. The difficulties happened because the students lack of vocabularies and also lack motivation to read. They are very depending on the teacher. For example, they like to ask the teacher some meaning of the words on the text.

During the writer's observation at SMPN 3 Benai, there are some strategies that the teacher used; teacher asked students to read the texts, answer the question based on the text, and collect the students' reading assignment. Ideally, students' understanding in comprehending the text should be good because the teacher has explained the material before giving the assignment to the students, but in reality the students' comprehending the descriptive text is still low. These symptoms can be seen from the following phenomena:

1. Some of the students cannot find main idea in the paragraph.
2. Some of the students cannot find the factual information.
3. Some of the students have limited of vocabulary.

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<sup>4</sup> Syafi'i, Fauzan Ansyari and Jonri Kasdi, *The Effective Paragraph Developments. The Process of Writing for Classroom Setting*. (Pekanbaru: LSBI, 2007), p.43.

4. Some of the students are difficult to interpretation the message of the text.
5. Some of students cannot identify the reference.

Based on the explanation and the problems experienced by the students above, the researcher is interested in conducting a research entitled: **“The Effect of Using PROR Strategy Toward Reading Comprehension in Descriptive Text of The Second Year Students at SMPN 3 Benai Kuantan Singingi Regency”**.

## **B. Definition of the Key Term**

To avoid misunderstanding and misinterpreting toward the term used in this research, it needs some explanation and definition about the meaning of the terms used in this research:

### **1. Effect**

Effect is a change procedure by an action or cause as define.<sup>5</sup> In this research, the writer tries to indentify whether teaching English by using PROR strategy can give contribution toward students’ reading ability in comprehending descriptive text.

### **2. PROR strategy**

PROR strategy is strategy to improve reading comprehension (Jan Donley 1999). It stands for Preread, Read, Organize, and Review.<sup>6</sup> In this study,

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<sup>5</sup> Hornby, *Oxford the Advance Learner Dictionary of Current English*. (Oxford: International, 1995), p.369

<sup>6</sup> Muskingum College, *Center for Advancement of Learning Strategies Database*. p.78

PROR is a strategy that used by the teacher to improve students' reading ability in comprehending descriptive text.

### 3. Reading Comprehension

Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning<sup>7</sup>. And the goal of reading is comprehension. The goal and the purposes of reading cannot be reached without comprehension. Comprehension in this study is how well students' reading comprehension in descriptive text.

### 4. Descriptive Text

Descriptive text is a kind of text which describes the characteristics of something in order to make clear impression of a person, place, object, or event.<sup>8</sup> In this research, descriptive text is a text type which is used to find the reading comprehension in the text through "PROR Strategy.

## C. The Problem

### 1. The Identification of the Problem

Based on the background and phenomena of the students' reading comprehension in descriptive text of the second year students at SMPN 3 Benai Kuantan Singingi Regency, there were many problems that make students are difficult in reading text. The problems of this research are identified as follow:

- a. Some of the students are not able to find main idea in the paragraph?

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<sup>7</sup> David Nunan. *Practical English Language Teaching, First Edition* (Singapore: McGraw Hill Asia, 2003 ), p.68.

<sup>8</sup> <http://www.smartenglishcourse.com/online-english-course/description-text/>



- b. Some of the students are not able to find the factual information?
- c. Some of the students have limited of vocabulary?
- d. Some of the students are difficult to interpretation the message of the text?
- e. Some of students are not able to identify the reference?

## **2. The Limitation of the Problem**

Based on the identification above, the writer found many problems which are faced by the students. To avoid misunderstanding toward the problem in this research, it is quite necessary for the writer to limit the problem. The problem of this research only focuses on the effect of using PROR strategy toward reading comprehension in descriptive text of the second year students at SMPN 3 Benai Kuantan Singingi Regency.

## **3. The Formulation of the Problem**

The problem can be formulated as follow:

- a. How is the students' comprehension in descriptive text before being taught by using the PROR strategy?
- b. How is the students' comprehension in descriptive text after being taught by using PROR strategy?
- c. Is there any significant effect of using PROR strategy towards reading comprehension in descriptive text of SMPN 3 Benai?

## **D. The Objective and the Significance of the Research**

### **1. The Objective of the Research**

- a. To find out students' comprehension in descriptive text before being taught by using PROR strategy.
- b. To find out students' comprehension in descriptive text after being taught by using PROR strategy.
- c. To find out whether there is any significant effect of using PROR strategy toward students' reading comprehension in descriptive text.

### **2. The Significance of the Research**

- a. Enlarge the writer's knowledge about the research especially the writer's insight scientifically in the topic of PROR strategy toward reading comprehension in descriptive text.
- b. To give positive contribution in teaching and learning process in reading subject of the second year students at SMPN 3 Benai Kuantan Singingi Regency .
- c. To complete a requirement intended to finish the writer's study program at English Education Department of Education and Teacher Training Faculty of State Islamic University Suska Riau.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **A. The Theoretical Framework**

##### **1. The Nature of Reading Comprehension**

###### **a. The Definition of Reading**

Reading is an activity with a purpose.<sup>1</sup> It is one of most important language skills should be developed inside and outside the classroom. It is also one of the most common ways to get information. Many readers can get pleasure in reading since they are able to comprehend and obtain information and content of reading text they read

Reading is an exercise dominated by the eyes and brain.<sup>2</sup> It means that the eyes receive messages and the brain has to work out the significance of these messages. It requires the students to read for meaning. They not only read the text but also understand the meaning of written text being read. It means that reading is an interactive process that goes on between the reader and the text, and the result is reader comprehension. Reading can be enjoyable activity when it is carried out efficiently. There are four skills are taught in the class, but the main objective is reading comprehension.<sup>3</sup> Students should be motivated to acquire this competence. They should read a lot to cover information and increase their knowledge.

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<sup>1</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau, 2007), p. 114

<sup>2</sup> J. Harmer, *The Practice of English Language Teaching*. (London: Longman, 1991), p.90

<sup>3</sup> P. L. Carrel, *Interactive Approaches to Second Language Reading*. (Cambridge: Cambridge University Press, 1988). p. 28

Reading is a meaning-getting activity in which reader and writer interact.<sup>4</sup> Besides, Jeremy harmer stated that reading is not passive skill. To do it successfully, we have to understand what the words mean, see the pictures the word are painting, understand the arguments and work out if we agree with them.<sup>5</sup> It means that the reader must be understand what is the aim of writer. In addition, Kalayo and Fauzan state that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.<sup>6</sup>

From the definition above, it can be concluded that reading is an interactive process between what the reader has already known about topic or subject given and what the writer writes. The reader should relate his/her background knowledge to the ideas of the writer.

Howatt and Dakin stated there are so many elements in the reading skill. The elements have their own characteristics.<sup>7</sup>

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<sup>4</sup> G. Page and D. Burnes, *Insight and Strategy for Teaching Reading*. (New York: Harcourt Brace Jovanich Group. Pty Limited, 1985), p. 18

<sup>5</sup> Jeremy Harmer. *How to Teach English*. (Addison Wesley: Longman, 2000), p. 70

<sup>6</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, *loc.cit.*, p. 115

<sup>7</sup>1999:<http://iteslj.org/article/saricoban-reading>

### The Elements and Characteristics of Reading

No	Elements	Characteristics
1	Finding Factual Information	<ul style="list-style-type: none"> <li>• States in the text clearly</li> <li>• Describe the real situation of fact</li> <li>• No words: hope, wishes, be going to, will, etc</li> </ul>
2	Finding Main Idea	<ul style="list-style-type: none"> <li>• Usually states in the first sentences</li> <li>• Conclusion form (in the las</li> </ul>
3	Sufforting Idea	<ul style="list-style-type: none"> <li>• Stated after main idea</li> </ul>
4	Identifying Reference	<ul style="list-style-type: none"> <li>• reference must be placed before the words given</li> </ul>
5	Guessing the Meaning	<ul style="list-style-type: none"> <li>• Has Its Synonym Before</li> <li>• Identify the root of the words</li> <li>• Identify the class of words</li> </ul>

In addition Jeff Zwiers said that there are six habit in reading especially in comprehending the text. They are:

- a. Organizing information by constructing the main idea and mentally summarizing
- b. Connecting new information to background knowledge
- c. Making inferences and predictions about what comes next
- d. Generating and answering questions
- e. Understanding and remembering word meanings
- f. Monitoring one's own comprehension.<sup>8</sup>

Moreover, King and Stanly in Murniati state that reading have five components contained in reading text, which are appropriate with the junior high school curriculum. They are:

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<sup>8</sup>June Preszler, *More Strategies to Guide Learning*. (Rapid city: ESA 6 & 7 Technololgy& Innovation In Education 1925 Plaza Blvd, Copyright 2006),p. 4

a. Finding Factual Information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

b. Finding Main Ideas

Recognition or the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also help you to remember the content later. The main idea of a paragraph is what a the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author. In other words, some of the ideas as super ordinate while other subordinate.

c. Finding the Meaning of Vocabulary in Context

It means the reader could be develop his or her guessing ability to the word which is not familiar with him or her. By relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

#### d. Identifying References

In English , as other language, it would be clumsy and boring to have and repeat the same word or phrase everytime you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing references words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, etc.

#### e. Making Inference

Inference is a skill where the reader has to be able to read between lines.<sup>9</sup>

From the explanation above it can conclude that the purpose of readingdetermining the specific knowledge, skills, and information from the reading text.

### b. The Definition of Reading Comprehension

Reading for comprehension is the primary purpose for reading<sup>10</sup> because reading is an activity with purpose. And the purpose for reading also determines the appropriate approach to reading comprehension<sup>11</sup>. It means that people who

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<sup>9</sup>Murniati. *Improving Student' Reading Comprehension Through Cooperative Learning Type Cirlre at Grade VII Class VIII of SMPN 3 Dumai*. (Pekanbaru: Unpublished, 2010), p. 13

<sup>10</sup>Richards and Willy A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge University Press. New York. P. 227

<sup>11</sup>Hasibuan.*Loc cit.* p.114



want to read it is depend on their purpose or need and they will choose what the material are suitable for their purpose.

Reading comprehension is the ultimate end-goal of reading. If readers do not read to understand, then reader read for nothing<sup>12</sup>. Reading comprehension is about relating prior knowledge to the new knowledge contained in written texts, prior knowledge, in turn depends on lived experience, and having more prior knowledge will be having more comprehension<sup>13</sup>. So, reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what they reader in other words reading without understanding is useless. It means to comprehend the text, we should read a whole of the text and if do not know what the meaning of unfamiliar word do not stop it but just continue because comprehension cannot getting from one by one word meaning but generally.

From the explanation above, it can be concluded that many readers cannot able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Besides that, the readers should know about lexical, grammatical, cultural meaning, text organization and connection between sentences. Therefore, comprehension needs fully attention and concentration in reading activity.

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<sup>12</sup>*Seven Comprehension Strategies for Making Independent Readers*. (Retrieved from <http://www.suite101.com/content/seven-comprehension-strategy-for-making-independent-readers-a2009> on april 12 2011).

<sup>13</sup>Elizabeth, Angaluki Muaka, Elizabeth B Bernhardt, Michael L Kamil. *Teaching Reading*. Educational Practice Series-12, (The Educational Academy of Education: 2003), p. 19

In this case, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get information and the meaning of the texts. Its descriptive text. Descriptive text is a text which has social function to describe a particular person, place or thing.<sup>14</sup> In this text, the reader can find the description about something in order to give information to them. Descriptive text used when we want to tell how something looks, smells, acts, tastes, sounds, etc.

According to Grace in Murniati, there are two kinds of details when describing a subject. They are objective details and subjective details. Objective details are those that describe factual information about the subject based on the five senses (sight, touch, smell, and hearing). there is no emotion or opinion on the subject. The details do not have to be based on factual information. Then, texts contain some components language features, they are:

- a. Focus on specific participant
- b. Use of attribute and identifying processes
- c. Frequent use classifier in nominal groups.
- d. Use of simple present tense.

## **2. The Nature of PROR Strategy**

PROR is a strategy that stands for pre-read, read, organize, and review. According to Augsburg College Academic Skills Center in their articles about mastering texts, the PROR Strategy focuses more on learning the

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<sup>14</sup>Rudi Hartono, *Genre of Text*, ( English Department, Faculty of Art , Semarang State University, 2005), p.6

material in such a way that you can think critically about it rather than simply memorizing it. It helps get information into long-term memory, but also helps you to keep it there.<sup>15</sup> It means that using PROR in teaching-learning process make students easier to remember the material.

PROR Strategy was firstly developed by Jon Donley and Spires in 1999 in their research entitled “Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students. They use PROR as a strategy used by the students to understand the texts. According to them, PROR is helpful strategy for improving reading comprehension which was found to be effective during the semester taught.<sup>16</sup> It means that PROR is effective strategy that can be used by the teacher.

Since PROR stands for Pre-read, Read, Organize, and Review; the writer needs to explain each meaning and activity of each word or PROR..

#### 1. Pre-read

Pre-read is the first step of PROR strategy. It is done by students in order to recall their prior knowledge, so that they are ready to read, and easier to comprehend the text. In this step, there are few things that students need to do.

- a. The students read the title, and think what they know about the title.
- b. The students read the headings, think what they know about the subject/topic and recall their prior knowledge.

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<sup>15</sup> Augsburg College Academic Skills Center. *Mastering the Text Book*. p. 13

<sup>16</sup> *Journal of College Literacy & Learning*, Volume 37, 2011. p.5

- c. The students read the introduction and summary (if any) of the text, and think what knowledge and experience they have related to the topic. Usually, the text used for the first year students of SMP is in short forms, and there is no introduction and summary. Therefore, in this section, the teacher/writer will not ask the students to read the introduction and summary.
- d. Then, based on the title, headings, introduction, and summary, the students need to form questions. These questions are aimed to guide the students in reading. Students need to form questions that seem important and that focus on areas in which they have very little or no familiarity with the material.
- e. The last point is that students need to be sure that they have already had their knowledge about the topic of the text.

## 2. Read

After doing preread step, the next step that the students need to do is to read the text completely. Students read the text with the goal of answering the question, and find the main ideas and key points of the text. In this strategy, in doing this step, there are few things that students to do. They are:

- a. The students read the text completely.
- b. While reading the students need to annotate the key points in the margin.

c. Then, the students also need to underline the important things of the text.

d. The students find the answers of the question that they made.

### 3. Organize

This is the third step of PROR strategy. In this step, students need to organize the important information and commit them to memory. Then the students answer the question aloud.

### 4. Review

In this step the students:

a. Reduce information of the text into the bare essentials.

b. Target the information that was unclear.

c. Make sure that all questions have been answered.<sup>17</sup>

From the explanation above, it can conclude that PROR can help students more active in teaching-learning process.

Here are the procedures of PROR Strategy in teaching and learning process. In this procedure teacher guide the students to apply:

#### *Preread*

a. The teacher asks students to read the title, and think what they know about the title.

b. The teacher asks students read the heading, think what they know about the subject/topic and recall their prior knowledge.

c. The teacher asks the students to form questions.

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<sup>17</sup>Augsburg College Academic Skills Center. *Mastering the Text Book*. p, 13

*Read*

- a. The teacher asks students to read the text completely.
- b. The teacher asks students to annotate the key points in the margin.
- c. The teacher asks students to underline the important things of the text while reading.
- d. The teacher asks students to find the answers of the questions that they made.

*Organize*

- a. The teacher asks students to organize the information and commit them to memory.
- b. The teacher asks the students to make sure that all questions have been answered.

*Review*

- a. The teacher asks students to reduce information of the text into the bare essentials.
- b. The teacher asks students to target the information that was unclear.
- c. The teacher asks students to make sure that all questions have been answered.

In this research, the writer will follow the procedures above to be applied to the students in order to find out the students' reading comprehension in descriptive text.

## B. The Relevant Research

According to Syafi'i<sup>18</sup>, relevant research is required to observe some previous researchers conducted by other researcher in which they are relevant to our research itself. Besides, we have to analyze what the point that was focused on, inform the design, finding and concluding of the previous research.

First, a research by Dwi Budiyo. He conducted research entitled "Peningkatan Efektivitas Membaca Siswa Kelas Dua dengan Teknik PROR dalam Pembelajaran Bahasa Indonesia SMP YLPI Pekanbaru". From the research, he found that the score of the effectiveness of the students achievement before taught by PROR was in rate 25,78%, then after applied PROR strategy increase in rate 80,65%. It means PROR is one of effective Method to increase students reading ability in Indonesia language learning. Furthermore in the research will be conducted by the researcher, it almost same. It is to find out the students' reading ability in comprehending descriptive text.

Second, a research by M. Miftah Albier. He conducted a research entitled "Use OF PORPE Strategy To Improve The Students' Reading Comprehension at the Third Year of SMA Al-Muslimun Pelalawan". From the research, he found there are differences in the mean pretest score (6.20) and the mean score obtained at the end of cycle I (7.275). Average score increase in reading comprehension on the first cycle is 1.075. Meanwhile, the increase in reading comprehension scores at the end of cycle I (7.275) with reading comprehension scores at the end of the

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<sup>18</sup>M.Syafi'i. *S.From Paragraph to A Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2007). p.122

second cycle (7.575) equal to (0.3). It can be concluded that the strategy can improve the effectiveness of reading achievement.

### **C. The Operational Concept**

The operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding toward the research. There are two variables in this research. They are independent and dependent variables. Independent variable is using PROR strategy, symbolized by X while dependent variable is reading comprehension in descriptive text, symbolized by Y.

PROR as independent Variable (X) have some operational concepts that are:

- 1) The teacher asks the students to read the title, and think what they know about the title.
- 2) The teacher asks the students to read the text completely.
- 3) The teacher asks the students to organize the important information from the text.
- 4) The teacher asks the students to reduce the information of the text into the bare essentials.

Reading comprehension in descriptive text as dependent Variable (Y) has some indicators in the following:

- 1) The students are able to identify the main idea in the reading descriptive text.
- 2) The students are able to find the factual information in the reading descriptive text such as identification, and characteristics.



- 3) The students are able to locating the meaning of vocabulary in the reading descriptive text.
- 4) The students are able to make inference form in the reading descriptive text.
- 5) The students are able to identify reference in the reading descriptive text.

#### **D. TheAssumption and Hypothesis**

##### **1. TheAssumption**

In this research the writer assumes that teaching by PROR strategy has significant effect to improve students' reading comprehension in descriptive text.

##### **2. TheHypothesis**

Ha : There is a significant effect of using PROR strategy toward reading comprehension in descriptive text.

Ho : There is no significant effect of using PROR strategy toward reading comprehension in descriptive text.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The type of this research was experimental research, which is intended to find out the effectiveness of using PROR strategy toward reading comprehension in descriptive text. L. R. Gay and Peter Airasian state that experimental research is the only type of research that can test hypotheses to establish cause-and-effect relationship.<sup>1</sup> Besides Jhon, W. Cresswell state experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome on dependent variable.<sup>2</sup>

The design of this research was Quasi-Experimental Designs, which is used the Pre-and posttest design. In pre-test and posttest design, the researcher assigns intact groups the experimental and control treatment, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to asses different between the two groups.<sup>3</sup> Briefly, for experimental group, the students will be treated with particular teaching on what problems of research the writer has. Meanwhile, control group is only given pre-test and post-test without particular treatment as given to experimental group.

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<sup>1</sup> L. R. Gay and Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall, 2000). p. 361

<sup>2</sup> John. W.Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 3<sup>rd</sup> Ed. (New Jersey: Pearson Education, 2008) p.299.

<sup>3</sup> John. W.Cresswell, *Ibid.*, p. 313

According to John W. Cresswell, pretest-posttest design can be design as follows: <sup>4</sup>

**Table III.1**  
**Quasi-Experimental Research**

Group	Pre-test	Treatment	Post-Test
E	T1		T2
C	T1	X	T2

E : Experimental group

C : Control group

T1 : Pre-test for experimental group and control group

: Receiving particular treatment

X : Without particular treatment

T2 : Post-test for experimental group and control group

### **B. The Time and Location of the Research**

This research was conducted at SMPN 3 Benai Desa Teratak Air Hitam, Benai District, Kuantan Singingi Regency. The writer had carried out this research starting from February 12th until March 12th, 2013.

### **C. The Subject and Object of the Research**

The subject of this research was the second year students at SMPN 3 Benai, and the object was students' reading comprehension in descriptive text.

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<sup>4</sup> John. W.Cresswell, *Op.cit.*, p.314

#### D. The Population and Sample of the Research

The population of this research was the second year students of SMPN 3 Benai in 2012/2013 academic year. The number of students was 64 students.

Because the population above was small, so the writer took all population as the sample of this research by total sampling. It is strengthening by Suharsimi Arikunto stated, if the population is homogenous enough, for the population which is less than 100 persons, the sample is take all, but if the population more than 100 persons, the sample is taken between 10-15% or 20-25% or more than it.<sup>5</sup>

**Table III.2**  
**The Total Population of the Second Year Students of SMPN 3 Benai 2012-2013**

No	Class	Number of students	Sample
1	IIA	32	32
2	IIB	32	32
Total population			<b>64</b>
Total sample			<b>64</b>

#### E. The Technique of Collecting Data

In this research, the writer used observation and test as instruments to collect the data. Observation used to get the data about students comprehension in descriptive text. Whereas test used to collect the data on implementation of PROR strategy toward students' reading comprehension in descriptive text. Test here divided to two kinds. They were pre-test and post-test. Pre-test was used to measure students' comprehension before using PROR strategy in teaching descriptive. Post-test was used to measure students' comprehension after using

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<sup>5</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (PT. Asdi Mahasatya: Jakarta, 2006). p. 134

PROR strategy. Making clear, in the below was the procedures of collecting data for experimental group and control group.

Then the blue print of test can be seen in the table below:

**Table III. 3**  
**Blue Print of the Data Collection**

Reading Text	Reading's Component	Questions' Number
Reading I	1. Identify main idea	1
	2. Finding factual information	2
	3. Locating the meaning of Vocabulary	3
	4. Making inference from the text,	4
	5. Identify references and.	5
Reading II	1. Identify main idea	6
	2. Finding factual information	7
	3. Locating the meaning of Vocabulary	8
	4. Identify references and,	9
	5. Making inference from the text.	10
Reading III	1. Identify main idea	11
	2. Finding factual information	12
	3. Locating the meaning of Vocabulary	13
	4. Identify references and,	14
	5. Making inference from the text.	15
Reading IV	1. Identify main idea	16
	2. Finding factual information	17
	3. Locating the meaning of Vocabulary	18
	4. Identify references and,	19
	5. Making inference from the text.	20
Reading V	1. Identify main idea	21
	2. Finding factual information	22
	3. Locating the meaning of Vocabulary	24
	4. Identify references and,	24
	5. Making inference from the text.	25

Then, the score test of reading comprehension is classified in this table below<sup>6</sup>:

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<sup>6</sup> Suharsimi Arikunto. 2009. *Dasar-Dasar Evaluasi Pendidikan*. PT. Asdi Mahasatya: Jakarta. P. 245

**Table III.4**  
**The Classification of Students' Score**

<b>The Score Level</b>	<b>Category</b>
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Less
0-40	Fail

1. Procedures of Collecting Data for Experimental Group

a. Pre-test

The pre-test was carried out to determine the ability of the students before giving the treatment. The test was in the form of objective questions. The writer asked the students to choose the right answer A, B, C, D on the answer sheet.

b. Treatment

The treatment was conducted for experimental group only. The treatment was using PROR Strategy. In treatment, there were six topics; there were Rafflesia Arnoldi, Borobudur Temple, The Tree of Life, Our school, My House, The Mango Tree in Our School.

c. Post-test

After eight meetings (including pre-test), the post-test are administrated. In post-test, the students might choose free topic, but it

was still related to descriptive text. Results of the post-test for experimental group were analyzed and used as final data for this research.

## 2. Procedures of Collecting Data for Control Group

### a. Pre-test

The test was given for control group was the same as those conducted for experimental group.

### b. Conventional Method

In this case, the teacher taught descriptive text for control group by using conventional method. The method used in classroom was characterized as follows:

- 1) The teacher explained about the descriptive text's organization
- 2) The teacher stimulates students' reading by delivering some questions that related to the topic (Rafflesia Arnoldi, Borobudur Temple, The Tree of Life, Our school, My house, The Mango Tree in Our School).
- 3) The teacher asked the students to read the text, then asked them to answer the question based on the text.
- 4) The teacher asked the students to collect exercise.

### c. Post-test

Post-test for control group same as experimental group where the students might choose the topic, but it was still related to descriptive text. The result of the post-test both two groups were analyzed and used

as final data for this research. In this class the writer used Conventional Strategy.

## **F. The Validity and Reliability of the Test**

### **1. Validity**

Before the tests were given to the sample, both of tests had been tried out to 32 students at the second year. The purpose of try out is to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item difficulty is determined as the proportion of correct responses. The formula for item difficulty is as follows<sup>7</sup>:

$$FV = \frac{R}{N}$$

Where

FV : Index of difficulty or Facility value

R : the number of correct answers

N : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

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<sup>7</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: PT Bumi Aksara, 2009), p. 209



The standard level of difficulty used is  $<0,30$   $p >0,70$ <sup>8</sup>. It means that the item test is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. It can be seen in the following tables:

**Table III.5**  
**The Students are Able to Identify Main Idea in Reading Text**

Variable	Identify Main Idea in Descriptive Text					N
Item no	1	6	11	16	21	32
Correct	21	16	19	15	16	
P	0.65	0.50	0.59	0.47	0.50	
Q	0.35	0.50	0.41	0.53	0.50	

Based on the table III.3, the proportion of correct answer for item number 1 shows the proportion of correct 0.65, item number 6 shows the proportion of correct 0.50, item number 11 shows the proportion of correct 0.59, item number 16 show the proportion of correct 0.47. Item number 21 show the proportion of correct 0.50. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each item number for identifying main idea are accepted.

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<sup>8</sup> Suharsimi Arikunto . *Ibid.* p. 210

**Table III.6**  
**The Students are Able to Find the Specific Information**

Variable	Finding the specific information					N
Item no	2	7	12	17	22	32
Correct	17	16	18	16	18	
P	0.53	0.50	0.56	0.50	0.56	
Q	0.47	0.50	0.44	0.50	0.44	

Based on the table III.4, the proportion of correct answer for item number 2 shows the proportion of correct 0.53, item number 7 shows the proportion of correct 0.50, item number 12 shows the proportion of correct 0.56, item number 17 shows the proportion of correct 0.50. Number 22 shows the proportion of correct 0.44 .Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each item number for find the specific information are accepted.

**Table III.7**  
**The Students are Able to Find the Meaning of Difficult Words**

Variable	Finding the meaning of difficult words					N
Item no	3	8	13	18	23	32
Correct	18	18	14	16	17	
P	0.56	0.56	0.43	0.50	0.53	
Q	0.44	0.44	0.57	0.50	0.47	

Based on the table III.4, the proportion of correct answer for item number 3 shows the proportion of correct 0.56, item number 8 shows the proportion of

correct 0.56, Item number 13 shows the proportion of correct 0.43, item number 18 shows the proportion of correct 0.50. Number 23 shows the proportion of correct 0.53. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each items number for finding the specific information from the reading text are accepted.

**Table III.8**  
**The Students are Able to Find the Factual Information**

Variable	Finding the factual information					N
Item no	4	9	14	19	24	32
Correct	14	17	17	17	17	
P	0.43	0.53	0.53	0.53	0.53	
Q	0.57	0.47	0.47	0.47	0.47	

Based on the table III.5, the proportion of correct answer for item number 4 shows the proportion of correct 0.43, item number 9 shows the proportion of correct 0.53, item number 14 shows the proportion of correct 0.53, item number 19 shows the proportion of correct 0.53, number 24 shows the proportion of correct 0.53. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each item number for finding the factual information are accepted.

**Table III.9**  
**The Students are Able to Identify Reference**

Variable	Identify Reference					N
Item no	5	10	15	20	25	32
Correct	15	16	14	21	15	
P	0.47	0.50	0.43	0.65	0.47	
Q	0.53	0.50	0.57	0.35	0.53	

Based on the table III.6, the proportion of correct answer for item number 5 shows the proportion of correct 0.47, item number 10 shows the proportion of correct 0.50, item number 15 shows the proportion of correct 0.43, item number 20 shows the proportion of correct 0.65. Number 25 shows the proportion of correct 0.47. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each items number for identify reference in descriptive text are accepted

## 2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test<sup>9</sup>. There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing,
- b. The administration of the test, clearly this is an important factor in deciding reliability.

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<sup>9</sup> Heaton, J.B. *writing English Language Test*. (New York, Longman Inc:1988), p.159

The reliability coefficients for good identified kinds of text structure text and reading comprehension test were expected to exceed 0.0 and closed 1.00.

Heaton states that, the reliability of the test was considered as follows:

1. **0.0 – 0.20** = Reliability is low
2. **0.21 – 0.40** = Reliability is sufficient
3. **0.41 – 0.70** = Reliability is high
4. **0.71 – 1.0** = Reliability is very high<sup>10</sup>

To obtain the reliability of the test given, the researcher used the formula as follows<sup>11</sup>:

$$KR\ 20: r_i = \frac{k}{(k-1)} \frac{S_{t^2} - \sum p_i q_i}{S_{t^2}}$$

Where:

- k : number of items on the instrument
- pi : proportion of subjects who answered the item correctly
- qi : proportion of subject who answered the item wrong (1-Pi)
- $\sum p_i q_i$  : the multiplication result between p and q
- $S_{t^2}$  : total variance

We must first calculate the total variance before:

$$S_{t^2} = \frac{\sum x^2}{n}$$

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<sup>10</sup> J.B. Heaton, *Writing English Language Tests*. (New York: Cambridge University Press, 1988), p. 164

<sup>11</sup> Sugiyono. *Statistik untuk Penelitian*. (Bandung: Alfabeta, 2007), p. 359

Where:

$n$  : number of respondents

$$x^2 = \sum xt^2 - \left(\frac{\sum xt}{n}\right)^2$$

$$= 5602 - \left(\frac{422}{32}\right)^2$$

$$= 5602 - 5565.13$$

$$= 368.7$$

$$S_{t^2} = \frac{368.7}{32}$$

$$= 18.43$$

$$ri = \frac{k}{(k-1)} \frac{S_{t^2} - \sum p_i q_i}{S_{t^2}}$$

$$ri = \frac{25}{(25-1)} \frac{18.43 - 6.20}{18.43}$$

$$ri = \frac{25}{24} \frac{12.23}{18.43}$$

$$ri = 1.041 \times 0.66$$

$$ri = 0.64$$

(See appendix 1)

Based on the result above, it also can be stated that the reliability was **high**.

### G. The Technique of Analyzing Data

ˆ To analyze the data of this research, the writer will use T-test with the formula as follow:<sup>12</sup>

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}}$$

- $t_o$  : The value of T-obtained
- $M_x$  : Mean score of experimental sample
- $M_y$  : Mean score of control sample
- $SD_x$  : Standard deviation of experimental class
- $SD_y$  : Standard deviation of control class
- $N$  : Number of the students

The t-test is obtained by considering the degree of freedom (df)= (n<sub>1</sub>+n<sub>2</sub>)-2 statistically the hypotheses are:

$H_o$ :  $t_o < t\text{-table}$

$H_a$ :  $t_o > t\text{-table}$

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no significant effect of using PROR strategy toward reading comprehension in descriptive text.

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is significant effect of using PROR strategy toward reading comprehension in descriptive text.

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<sup>12</sup> Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p. 178





## **CHAPTER IV**

### **DATA PERSENTATION AND ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Technique of Collecting Data**

The purposes of this research is to obtain the effect of using PROR strategy toward reading comprehension in descriptive text of the second year at SMPN 3 Benai. The writer choose two classes as the sample. It was class IIA as experimental class and class IIB as control class. The writer gave pre test to both class, and then taught the strategy only in experimental class.

The data were obtained from students' post-test scores of experimental and control class. The result of reading test was evaluated by concerning five components:

- a. Identify the main idea
- b. Finding the specific information such as characteristics, smell, colour in descriptive text
- c. Finding the Meaning of Vocabulary in Context
- d. Making Inference
- e. Identifying References

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' post test. The data were collected through the following procedures:

- 1) In both class (experimental class and control class group), students were ask to answer the questions on the descriptive given.
- 2) The format of the test was multiple choices.
- 3) The teacher evaluated from the test based toward reading comprehension aspects that consist of Identify the main idea, Finding the specific information, Locating the meaning of unfamiliar words, Finding factual information, identifying reference, making inference. It was done to make the teacher easy to collect the data.

## 2. The Technique of Data Analysis

In order to find out whether or not a significant effect of using PROR strategy toward reading comprehension in descriptive text, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used “T” test as formula as follows.<sup>1</sup>

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}}$$

$t_o$  : The value of- obtained

$M_x$  : Mean score of experiment class

$M_y$  : Mean score of control class

$SD_x$  : Standard deviation of experiment class

$SD_y$  : Standard deviation of control class

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<sup>1</sup>Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar.(2009), p.208

$N$  : Number of students

The t-test is obtained by considering the degree of freedom  $(df)=(n_1+n_2)-2$ .

Statistically the hypotheses are:

$H_0$  :  $t_o < t\text{-table}$

$H_a$  :  $t_o > t\text{-table}$

$H_0$  is rejected if  $t_o < t\text{ table}$  or there is no significant effect of using PROR strategy toward reading comprehension in descriptive text.

$H_a$  is accepted if  $t_o > t\text{ table}$  or there is significant effect of using PROR strategy toward reading comprehension in descriptive text.

### **3. The Data of Experimental Class**

The data of students' reading comprehension taught by using PROR strategy were gotten from pre-test and post-test of class IIA as experimental class taken from the sample of this class (32 students). The data can be seen from the table below:

**Table IV.1**  
**The Score of the Students' Reading Comprehension in Experimental Class**

No	Responders	Pre-test	Post-test
1	Student 1	54	76
2	Student 2	82	88
3	Student 3	58	76
4	Student 4	62	88
5	Student 5	66	84
6	Student 6	54	76
7	Student 7	62	80
8	Student 8	70	80
9	Student 9	66	76
10	Student 10	62	80
11	Student 11	58	68
12	Student 12	54	72
13	Student 13	78	80
14	Student 14	62	72
15	Student 15	62	76
16	Student 16	66	80
17	Student 17	54	68
18	Student 18	58	72
19	Student 19	74	76
20	Student 20	70	80
21	Student 21	74	88
22	Student 22	62	72
23	Student 23	58	84
24	Student 24	78	80
25	Student 25	54	68
26	Student 26	58	76
27	Student 27	78	80
28	Student 28	66	80
29	Student 29	70	72
30	Student 30	58	76
31	Student 31	66	72
32	Student 32	58	68
Total		2052	2468

From the table IV.1, the writer found that the total score of pre test in experimental class was 2052, while the highest was 82, and the lowest was 54. Then, the total score of post- test in experimental group was 2468, while the highest was 88 and the lowest was 68.

The frequency score of pre test and post test which was significantly different can be seen below:

**Table IV.2**  
**The Distribution of Frequency of Students' Reading Pre-Test Score**  
**in Experimental Class**

Score	Frequency	Percentage
54	5	15.6%
58	7	21.9%
62	6	18.7%
66	5	15.6%
70	3	9.4%
74	2	6.3%
78	3	9.4%
82	1	3.1%
Total	32	100%

From the table IV.2, it shows there were 5 students who got score 54 (15.6%); there were 7 students got score 58 (21.9%); there were 6 students got score 62 (18.7%); there was 5 student got score 66 (15.6%); there were 3 students got score 70 (9.4%); there were 2 students got score 74 (6.3%); there were 3 students got score 78 (3.1%); there were 1 students got score 82 (3.1%).

**Table IV.3**  
**The Distribution of Frequency of Students' Reading Post-Test Score**  
**in Experimental Class**

Score	Frequency	Percentage
68	4	12.5 %
72	6	18.8%
76	8	25%
80	9	28.1%
84	2	6.2%
88	3	9.4%
Total	32	100%

From the table IV.3, it shows that there was 4 student who got score 68 (12.5%); there were 6 students got score 72 (18.8%); there were 8 students got score 76 (25%); there were 9 students got score 80 (28.1%); there were 2 students got score 84 (6.2%); there were 3 students got score 88 (9.4%).

#### **4. The Data of Control Class**

The data of students' reading comprehension taught without using PROR strategy were gotten from pre-test and post-test of class IIB as control class taken from the sample of this class (32 students). The data can be seen from the table below:

**Table IV.4**  
**The Score of the Students' Reading Comprehension in Control Class**

No	Responders	Pre-test	Post-test
1	Student 1	64	72
2	Student 2	60	64
3	Student 3	64	64
4	Student 4	68	60
5	Student 5	60	68
6	Student 6	76	72
7	Student 7	76	60
8	Student 8	64	68
9	Student 9	56	68
10	Student 10	60	68
11	Student 11	64	60
12	Student 12	72	72
13	Student 13	80	76
14	Student 14	60	64
15	Student 15	64	60
16	Student 16	56	64
17	Student 17	64	60
18	Student 18	56	64
19	Student 19	68	72
20	Student 20	72	56
21	Student 21	56	68
22	Student 22	80	80
23	Student 23	60	64
24	Student 24	60	56
25	Student 25	60	68
26	Student 26	68	60
27	Student 27	52	64
28	Student 28	72	68
29	Student 29	68	72
30	Student 30	72	76
31	Student 31	56	64
32	Student 32	60	72
Total		2068	2124

From the table IV.4, the writer found that the total score of pre test in control group was 2068, while the highest was 80, and the lowest was 52. Then, the total score of post- test in experimental group was 2124, while the highest was 80 and the lowest was 56.

The frequency score of pre test and post test which was significantly different can be seen below:

**Table IV.5**  
**The Distribution of Frequency of Students' Reading Pre-Test Score**  
**in Control Class**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
52	1	3.1%
56	5	15.6%
60	8	25%
64	6	18.7%
68	4	12.5%
72	4	12.5%
76	2	6.3%
80	2	6.3%
Total	32	100%

From the table IV.5, it shows that there were 1 students who got score 52 (3.1%); there were 5 students got score 56 (15.6%); there were 8 students got score 60 (25%); there were 6 students got score 64 (18.7%); there was 4 student got score 68 (12.5%); there was 4 student got score 72 (12.5%); there was 2 student got score 76 (6.3%); there was 2 student got score 80 (6.3%).



**Table IV.6**  
**The Distribution of Frequency of Students' Reading Post-Test Score**  
**in Control Class**

Score	Frequency	Percentage
56	2	6.2%
60	6	18.8%
64	8	25%
68	7	21.9%
72	6	18.8%
76	2	6.2%
80	1	3.1%
Total	32	100%

From the table IV.6, it shows that there were 2 students who got score 56 (6.2%); there were 6 students got score 60 (18.8%); there were 8 students got score 64 (25%); there were 7 students got score 68 (21.9%); there were 6 students got score 72 (18.8%); there were 2 students got score 76 (6.2%); there was 1 student got score 80 (3.1%).

#### **5. The Data Presentation of the Difference between Students' Reading Comprehension Taught by using PROR Strategy and Students' Reading Comprehension Taught by using Conventional Strategy**

The following table is the description of pre-test and post-test of experimental class and control class.

**Table IV.7**  
**Students' Pre-test and Post-test of Experimental and Control Class**

No	Respondent	Experimental Class			Control Class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Student 1	54	76	22	64	72	8
2	Student 2	82	88	6	60	64	-4
3	Student 3	58	76	18	64	64	0
4	Student 4	62	88	26	68	60	-8
5	Student 5	66	84	18	60	68	8
6	Student 6	54	76	22	76	72	-4
7	Student 7	62	80	18	76	60	-16
8	Student 8	70	80	10	64	68	4
9	Student 9	66	76	10	56	68	12
10	Student 10	62	80	18	60	68	8
11	Student 11	58	68	10	64	60	-4
12	Student 12	54	72	18	72	72	0
13	Student 13	78	80	2	80	76	-4
14	Student 14	62	72	10	60	64	4
15	Student 15	62	76	14	64	60	-4
16	Student 16	66	80	14	56	64	-8
17	Student 17	54	68	14	64	60	-4
18	Student 18	58	72	14	56	64	-8
19	Student 19	74	76	2	68	72	-4
20	Student 20	70	80	10	72	56	-16
21	Student 21	74	88	14	56	68	12
22	Student 22	62	72	10	80	80	0
23	Student 23	58	84	26	60	64	4
24	Student 24	78	80	2	60	56	-4
25	Student 25	54	68	14	60	68	8
26	Student 26	58	76	18	68	60	-8
27	Student 27	78	80	2	52	64	12
28	Student 28	66	80	14	72	68	-4
29	Student 29	70	72	2	68	72	4
30	Student 30	58	76	18	72	76	4
31	Student 31	66	72	6	56	64	8
32	Student 32	58	68	10	60	72	12
TOTAL		2052	2468		2068	2124	

From the table IV.7, it can be seen that there is actually significant difference between pre-test and post-test in experimental group and pre-test and post-test in control group. It is also can be seen from the difference of the gain in the

experimental group and control group. It will be analyzed in the data analysis below.

## B. The Data Analysis

The data of the statistical result were divided into parts. The data were obtained through pre-test and posttest. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

The result of the mean score of each class was found by using the following formula;

$$M = \frac{\sum X}{N}$$

While the formula of standard deviation is as follows:

$$SDx = \sqrt{\frac{\sum X^2}{N}}$$

The analysis of data of the students for Experimental Group and Control Group is explained in the following table:

**Table IV.8**  
**Mean and Standard Deviation**

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
M	64.13	77.13	64.63	66.38
SD	7.93	5.66	7.2	5.82
	20.27%		5.8%	

## 1. Experimental group

$$\begin{aligned}
 X &= \frac{77.13-64.13}{64.13} \times 100 \% \\
 &= \frac{13}{64.13} \times 100\% \\
 &= 0.2027 \times 100\% \\
 &= 20.27\%
 \end{aligned}$$

## 2. Control group

$$\begin{aligned}
 Y &= \frac{68.38-64.63}{64.63} \times 100 \% \\
 &= \frac{3.75}{64.63} \times 100\% \\
 &= 0.058 \times 100\% \\
 &= 5.8\%
 \end{aligned}$$

From the table above, it can be seen that there is a difference between the mean score and the standard deviation and the percentage between experiment and control group. Where, the percentage from pre-test to post-test of experimental group is increasing 20.27% while the percentage from pre-test to post-test of control group is increasing 5.8%

The result of test from the experimental and control group can be seen in the following table.

**Table IV.9**  
**THE STATISTICS OF EXPERIMENTAL AND CONTROL GROUP**

Classes	Mean	Median	Mode	Std. Deviation
Experimental group	77.13	75.75	80	5.66
Control group	66.38	68.5	68	5.82

**Table IV.10**  
**MEAN AND STANDARD DEVIATION FOR PRE-TEST**

No	SCORE		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	Experiment Group (X)	Control group (Y)				
1	54	64	-10,13	-0,63	102,6169	0,3969
2	82	60	17,87	-4,63	319,3369	21,4369
3	58	64	-6,13	-0,63	37,5769	0,3969
4	62	68	-2,13	3,37	4,5369	11,3569
5	66	60	1,87	-4,63	3,4969	21,4369
6	54	76	-10,13	11,37	102,6169	129,2769
7	62	76	-2,13	11,37	4,5369	129,2769
8	70	64	5,87	-0,63	34,4569	0,3969
9	66	56	1,87	-8,63	3,4969	74,4769
10	62	60	-2,13	-4,63	4,5369	21,4369
11	58	64	-6,13	-0,63	37,5769	0,3969
12	54	72	-10,13	7,37	102,6169	54,3169
13	78	80	13,87	15,37	192,3769	236,2369
14	62	60	-2,13	-4,63	4,5369	21,4369
15	62	64	-2,13	-0,63	4,5369	0,3969
16	66	56	1,87	-8,63	3,4969	74,4769
17	54	64	-10,13	-0,63	102,6169	0,3969
18	58	56	-6,13	-8,63	37,5769	74,4769
19	74	68	9,87	3,37	97,4169	11,3569
20	70	72	5,87	7,37	34,4569	54,3169
21	74	56	9,87	-8,63	97,4169	74,4769
22	62	80	-2,13	15,37	4,5369	236,2369
23	58	60	-6,13	-4,63	37,5769	21,4369
24	78	60	13,87	-4,63	192,3769	21,4369
25	54	60	-10,13	-4,63	102,6169	21,4369
26	58	68	-6,13	3,37	37,5769	11,3569
27	78	52	13,87	-12,63	192,3769	159,5169
28	66	72	1,87	7,37	3,4969	54,3169
29	70	68	5,87	3,37	34,4569	11,3569
30	58	72	-6,13	7,37	37,5769	54,3169
31	66	56	1,87	-8,63	3,4969	74,4769
32	58	60	-6,13	-4,63	37,5769	21,4369
	X = 2052	Y = 2068	X = 0	Y = 0	$\sum X^2 = 2015,501$	$\sum Y^2 = 1699,501$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{2052}{32} = 64.13$$

$$M_y = \frac{\sum Y}{N} = \frac{2068}{32} = 64.63$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{2015.501}{32}} = \sqrt{62.98} = 7.93$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1699.501}{32}} = \sqrt{53.1} = 7.2$$

$$F_o = \frac{S_b^2}{S_u^2} = \frac{7.93^2}{7.2^2} = \frac{62.8849}{51.84} = 1.21$$

The F computed was 1.21. To know whether or not the result is homogeneity, the writer compared with F table. The F table was compared by getting the degree of freedom (df). To get “df”, we use the following formula:

$$\begin{aligned} df &= (N1 + N2) - 2 \\ &= (32 + 32) - 2 \\ &= 64 - 2 \\ &= 62 \end{aligned}$$

The degree of freedom is 62, see appendix to know degree of significant 1% and 5%, the test is homogeneity if the F table >F obtained. For the degree of significant 1% is 2.65 and the degree of significant 5% is 2.00. from data above, We can find  $2.00 > 1.21 < 2.65$ . In conclusion the test is homogeny.

**Table IV.11**  
**Mean And Standard Deviation For Post-Test**

No	SCORE		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	Experiment Group (X)	Control group (Y)				
1	76	72	-1,13	5,62	1,2769	31,5844
2	88	64	10,87	-2,38	118,1569	5,6644
3	76	64	-1,13	-2,38	1,2769	5,6644
4	88	60	10,87	-6,38	118,1569	40,7044
5	84	68	6,87	1,62	47,1969	2,6244
6	76	72	-1,13	5,62	1,2769	31,5844
7	80	60	2,87	-6,38	8,2369	40,7044
8	80	68	2,87	1,62	8,2369	2,6244
9	76	68	-1,13	1,62	1,2769	2,6244
10	80	68	2,87	1,62	8,2369	2,6244
11	68	60	-9,13	-6,38	83,3569	40,7044
12	72	72	-5,13	5,62	26,3169	31,5844
13	80	76	2,87	9,62	8,2369	92,5444
14	72	64	-5,13	-2,38	26,3169	5,6644
15	76	60	-1,13	-6,38	1,2769	40,7044
16	80	64	2,87	-2,38	8,2369	5,6644
17	68	60	-9,13	-6,38	83,3569	40,7044
18	72	64	-5,13	-2,38	26,3169	5,6644
19	76	72	-1,13	5,62	1,2769	31,5844
20	80	56	2,87	-10,38	8,2369	107,7444
21	88	68	10,87	1,62	118,1569	2,6244
22	72	80	-5,13	13,62	26,3169	185,5044
23	84	64	6,87	-2,38	47,1969	5,6644
24	80	56	2,87	-10,38	8,2369	107,7444
25	68	68	-9,13	1,62	83,3569	2,6244
26	76	60	-1,13	-6,38	1,2769	40,7044
27	80	64	2,87	-2,38	8,2369	5,6644
28	80	68	2,87	1,62	8,2369	2,6244
29	72	72	-5,13	5,62	26,3169	31,5844
30	76	76	-1,13	9,62	1,2769	92,5444
31	72	64	-5,13	-2,38	26,3169	5,6644
32	68	72	-9,13	5,62	83,3569	31,5844
	X = 2468	Y = 2124	X = 0	Y = 0	$\Sigma X^2 = 1024,541$	$\Sigma Y^2 = 1083,501$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{2468}{32} = 77.13$$

$$M_y = \frac{\sum Y}{N} = \frac{2124}{32} = 66.38$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{1024,501}{32}} = \sqrt{32.02} = 5.66$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1083,501}{32}} = \sqrt{33.86} = 5.82$$

$$t_o = \frac{M_x - M_y}{\frac{SD_x^2}{\sqrt{N-1}} + \frac{SD_y^2}{\sqrt{N-1}}}$$

$$t_o = \frac{77.13 - 66.38}{\frac{5.66^2}{\sqrt{32-1}} + \frac{5.82^2}{\sqrt{32-1}}}$$

$$t_o = \frac{10.75}{\frac{5.66^2}{\sqrt{30}} + \frac{5.82^2}{\sqrt{30}}}$$

$$t_o = \frac{10.75}{\frac{5.66^2}{5.48} + \frac{5.82^2}{5.48}}$$

$$t_o = \frac{10.75}{1.032^2 + 1.062^2}$$



$$t_o = \frac{10.75}{1.065 + 1.127}$$

$$t_o = \frac{10.75}{\sqrt{2.192}}$$

$$t_o = \frac{10.75}{1.48}$$

$$t_o = 7.2$$

The computed was 7.2. So, it can be said that  $H_o$  is rejected and  $H_a$  is accepted because  $t$  obtained is bigger than Null. In the other words, there is significant effect of using PROR strategy toward reading comprehension in descriptive text.

By observing the data analysis, it can be described that the coefficient T-test is 7.2 intended to prove whether there is significant effect of using PROR Strategy at the 5% grade of significance or not at the 1% grade of significance that the level of T-test is 7.2, T-table are compared by getting the degree of freedom (df). To get the level of “df”, the following formula is used:

$$df = (N1 + N2) - 2$$

$$= (32 + 32) - 2$$

$$= 64 - 2$$

$$= 62$$

The degree of freedom is 62 (see appendix), because degree of freedom 62 is unfound in the table. So the writer took 60, because it is near as “df” that it can be seen in T-table at the 5% grade of significance that refer to 2.00. While in the level of significance are 2.65. So it can be analyzed that  $t_o$  is higher than T-table in either at 5% or 1%. It can be read that  $(2.00 < 7.2 > 2.65)$ .

Based on the score above, the writer can conclude that the first hypothesis can be accepted. It means that there is significant effect of using PROR strategy toward reading comprehension in descriptive text of the second year students at SMPN 3 Benai.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. The Conclusion**

Based on the explanations in the chapter IV, the writer concludes that the effect of using PROR strategy toward reading comprehension in descriptive text of the second year students at SMPN 3 Benai is as follows:

1. The students' reading comprehension in descriptive text taught by using conventional strategy at the second year students of SMPN 3 Benai Kuantan Singingi Regency categorized into 'enough' level.
2. The students' reading comprehension in descriptive text that taught by using PROR strategy at the second year of SMPN 3 Benai Kuantan Singingi Regency categorized into 'Good' level.
3. There was a significant effect of using PROR strategy to improve students' reading comprehension in descriptive at the second year students of SMPN 3 Benai Kuantan Singingi Regency.

Based on the result of the research, it can conclude that the using of PROR strategy have given a better effect for students' reading comprehension in descriptive text.

## **B. The Suggestions**

Based on the research finding, the writer would like to give some suggestions:

### **1. Suggestion for Teacher**

- a. From the conclusion above, it is known that a PROR Strategy can give significant effect in comprehend descriptive text. So, PROR Strategy can be one of the choices for the English teacher in order to increase students' comprehension in descriptive text.
- b. Teacher should be creative in teaching and learning process, for example the teacher can use various strategies. One of them is PROR strategy, so that the students do not bored in the class.

### **2. Suggestion for students**

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should do more practice to improve their reading comprehension.



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